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A large, light gray graphic of a classical building facade with a triangular pediment and several columns, serving as a background for the section title.

SECTION IV

PLANNING, IMPLEMENTATION, AND EVALUATION OF PROFESSIONAL DEVELOPMENT



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IV. PLANNING, IMPLEMENTATION, AND EVALUATION OF PROFESSIONAL DEVELOPMENT

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A. Defining and Designing Professional Development

At one time staff development was synonymous with “sit and get” sessions in which relatively passive participants were “made aware” of the latest ideas regarding teaching and learning from so-called “experts.” Professional Development Standards were not in place for assuring participant outcomes correlated to student outcomes. Today, staff development not only includes high-quality, on-going training programs with intensive follow-up and support, but also other growth-promoting processes such as study groups, action research, and peer coaching, to name a few.

In addition, staff development is no longer viewed as something that is only necessary for teachers. We now recognize that everyone who affects student learning from the board of education members, central office administrators, principals, and teachers, to classified/support staff, and parents must continually improve their knowledge and skills in order to ensure student learning. Likewise, staff development is not the exclusive responsibility of someone given the title of “staff developer;” rather, it is the responsibility of superintendents, central office administrators, principals, and teachers, among others. (*National Staff Development Council (NSDC) Standards for Staff Development, See Appendix G-1.*)

The paradigm for professional development has certainly shifted and improved. From current research we now know that in order to make a difference in achievements of teachers, students, and schools, professional development must shift as follows:* [*Missouri School Improvement Program (MSIP) 6.71, 6.74*]

FROM:	TO:
<ul style="list-style-type: none"> ❑ Focus on teacher needs only ❑ Focus on individual development ❑ Transmission of knowledge, skills, strategies ❑ Pull-out training ❑ Generic teaching skills ❑ Fragmented, piecemeal, one-shot ❑ District direction and decision-making ❑ Professional developers as trainers ❑ Professional development as some people's jobs ❑ Professional development for teachers ❑ Professional development as a frill ❑ Professional development for teacher improvement ❑ Awareness and one- or two-session workshops ❑ Individual decisions ❑ Individual/general applications ❑ Professional development without accountability for student outcomes 	<ul style="list-style-type: none"> ❑ Focus on student learning outcomes ❑ Focus on individual, school, and system-wide development and improvement (CSIP, SIP)** ❑ Inquiry for teaching and learning ❑ Job-embedded learning ❑ Combination of content knowledge and content-specific teaching skills ❑ Driven by clear, coherent, long-term strategic plan ❑ School direction and decision-making ❑ Professional developers as facilitators, consultants, evaluators ❑ Professional development as everyone's job ❑ Professional development for everyone ❑ Professional development as essential ❑ Professional development for all school community ❑ Professional development that provides adequate time for learning, practice and adequate follow-up ❑ Collegial discussions and decisions ❑ Stimulating and supporting site-based initiatives ❑ Professional development with accountability for student outcomes



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*Sparks, Dennis and Hirsh, Stephanie, A New Vision for Staff Development (1997) Association for Supervision and Curriculum Development, Alexandria, Virginia.

*U. S. Department of Education

**Comprehensive School Improvement Plan (CSIP), School Improvement Plan (SIP)

B. Planning for Professional Development

1. Implications for Planning [MSIP 6.7.5]

↻ All professional development must be linked to and supportive of the District's Comprehensive School Improvement Plan (CSIP). (*See "Alignment" and "Making Connection" in Appendix G-2.*)

[NSDC Context Standard: *Effective staff development is aligned with the school's and district's strategic plan and is funded by a line item in the budget.*]

↻ The Professional Development Plan is to be collaboratively developed by Professional Development Committees (PDCs) and their school administrators.

↻ If professional development is to be effective, it must focus on School Improvement Plans (SIPs), skill development, attitude change, and knowledge acquisition.

↻ Through collaborative processes, every change effort must involve and support individuals as they integrate new ideas and skills with current skills, knowledge, and past experiences.

↻ Good professional and curriculum development allows individuals to adapt innovations in ways that (1) best fit their teaching styles and (2) are supported by the research base regarding best practices.

↻ Teachers need to be given opportunity to choose from among the five models of staff development. (*See NSDC "Models of Staff Development," Appendix G-3.*)

[NSDC Process Standard: *Effective staff development uses a variety of staff development approaches to accomplish goals of improving instruction and student success.*]

2. Compliance with State Law [MSIP 6.7.5]

↻ Determine the role of the Professional Development Committee (PDC) and develop a mission statement.



- ↻ Review the district Comprehensive School Improvement Plan (CSIP) and School Improvement Plan (SIP).
- ↻ Review other needs assessment data--staff surveys, student achievement reports, Missouri School Improvement Program (MSIP) data, demographic data, etc. (*See Section II, page 35, number 3, and “Normandy Professional Development Committee Annual Needs Assessment,” Appendix G-4.*)
- ↻ Consult with administrators regarding professional development goals, needs, objectives, and activities.
- ↻ Determine allocation to the Professional Development Committee (PDC) per The Outstanding Schools Act of 1993 (SB380).
- ↻ Develop the district and school professional development plan in collaboration with administration.
- ↻ Include description of mentoring plan for beginning teachers.
- ↻ Obtain board of education approval of the District Professional Development Plan (DPDP).
- ↻ Read, study and discuss research of best practices, instructional processes, and quality professional development.
- ↻ Schedule and/or identify staff activities that are consistent with the District Professional Development Plan (DPDP).
- ↻ Communicate the District Professional Development Plan (DPDP) and opportunities with staff.
- ↻ Evaluate effectiveness of the District Professional Development Plan (DPDP), processes, and opportunities.
- ↻ Assist the district in developing or modifying the Comprehensive School Improvement Plan (CSIP) to provide direction for the District Professional Development Plan (DPDP) in future years.
- ↻ Develop the District Professional Development Plan (DPDP) End-of-the-Year Report for the board of education, administration, and staff.



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3. Challenges to Overall Planning [MSIP 6.7]

Planning for professional development is a challenge. To plan properly, there are at least five challenges to consider:

Time: Finding time is a challenge. However, there are a number of effective ways to find and use time. Administrators need to consider new ways to support teachers with time for learning during the school day or work time. Professional development needs to be an integral part of a teacher's job responsibilities and expectations. Teachers must have time on their jobs to learn and practice new skills. Normally, the time planned for professional development is during designated professional development days, after school, on Saturdays, and during the summer. Research shows that teachers' summer professional development activities are the most popular, but where it is important for practice to follow instruction, after school professional development activities are often necessary and convenient. (*See NSCD "Time" pamphlet excerpt in Appendix G-5.*) [MSIP 6.7.6]

Funding: The Outstanding Schools Act of 1993 (SB380) states that one percent of the foundation money received by each school district must be used for professional development. Professional Development Committees (PDCs) must use this money to ensure that all teachers have the opportunity to grow professionally, and that the allocation of funds is based on the fulfillment of goals and objectives established by the district and addressed by the committee. A guiding principle should always be to use professional development monies for activities that will contribute most to the improvement of teaching, student learning, and student achievement.

Priorities: Professional Development Committees (PDCs) are encouraged to be aware of the Comprehensive School Improvement Plan (CSIP) funding plan for all professional development. Professional Development Committees (PDCs) must allocate funds based on current data and significant, well thought-out, research-based priorities. Keeping the new state initiatives and state reforms pertaining to standards, curriculum, and assessments in mind, priorities must be established for student learning. The Professional Development Committee (PDC) must further develop the teaching skills of both new teachers and experienced teachers. In doing so, activities must be correlated to the overall objectives of the Comprehensive School Improvement Plan (CSIP), School Improvement Plan (SIP), state law, and Missouri School Improvement Program (MSIP) requirements. Emphasis must be placed on activities which treat learning as an active process of thinking and constructing ideas; enforcing the idea that in many instances learning flourishes better in groups; and the fact that students learn from interaction. [*NSDC Content Standard: Effective staff development prepares educators to use research-based teaching strategies appropriate to instructional objectives and students.*]



Teachers must assume a new role of facilitating student learning which includes, but is not limited to, lecturing.

[NSDC Content Standard: Effective staff development enables educators to provide challenging, developmentally appropriate, interdisciplinary curriculum that engages students in integrative ways of thinking and learning.] [MSIP 6.7.1, 6.7.5]

Attitudes: Many educators in the United States have been subjected to countless in-service programs, often reflecting the latest fads in education. Educators often believe that professional development experienced to-date has been impractical. Where professional development has consistently met high standards, educators are usually enthusiastic and engaged in improving their practice; where professional development has failed to meet these standards, educators are likely to regard it as a waste of time. Consequently, when expectations are low, educators will settle for being entertained or for socializing with their peers. Often the norms appear to be “entertain me,” “don’t ask me to do anything,” and “give me something I can use tomorrow.” Some educators must be persuaded that professional development can help them improve their practice in order to impact student learning and achievement. The Professional Development Committee (PDC) can assist this process by focusing on improvement of student performance/achievement. *[MSIP 6.7.4]*

Public Support: When Professional Development Committees (PDCs) design Professional Development Plans (PDPs) that promote higher teaching standards for higher student achievement, public support will follow. The public expects results and holds educators accountable for those results. If professional development does not improve classroom practice and student performance, the public will rightfully question the investment. Even those who believe that more investment is needed may express frustration with the way resources are currently used. The Professional Development Committee (PDC) can gain more public support by building support for high-quality professional development at the local level. The first step toward building that support is to assess the current use of funds and the effectiveness of existing policies and practices. If expenditures are not getting the results, revise the plan, and adjust the budget. *[NSDC Context Standard: Effective staff development requires strong leadership in order to obtain continuing support and to motivate all staff, school board members, parents, and community to be advocates for continuous school improvement.]*

4. Sequence for Constructing the District Professional Development Plan (See *Timeline in Appendix G-6.*)

- ❑ Determine any process and paperwork required for approval of professional development expenditures consistent with the District Professional Development Plan (DPDP) and district policies.



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- ❑ Collect necessary data (and multiple data) for decision-making. (*See Appendix G-7.*) [NSDC Process Standards: *Effective staff development bases priorities on a careful analysis of disaggregated student data regarding goals for student learning.*]
- ❑ Understand and use the District Comprehensive School Improvement Plan (CSIP). [NSDC Context Standard: *Effective staff development is aligned with the school's and the district's strategic plan and is funded by a line item in the budget.*]
- ❑ Develop a mentoring program for beginning teachers. Train mentors and assist them in providing a two-year plan for beginning teachers. Assign mentors to serve as confidential consultants through the Professional Development Committee (PDC). (*See Section II of these guidelines*)
- ❑ Develop a District Professional Development Plan (DPDP) that is aligned with and supports the district Comprehensive School Improvement Plan (CSIP).
 - ∞ Determine estimated allocation of funds for the accomplishment of each goal and/or objective.
 - ∞ Establish evaluation process to measure each planned activity in terms of accomplishing the goal and/or objective.
 - ∞ Establish evaluation process to determine how successful the entire District Professional Development Plan (DPDP) has been in accomplishing the set of goals and/or objectives.
- ❑ Support practicing teachers as they determine goals and develop plans keeping both the district Comprehensive School Improvement Plan (CSIP) and results of the needs assessment in mind.
- ❑ Identify specific professional development activities for each goal and/or objective to accomplish that goal and/or objective.
- ❑ Establish an implementation timeline.
- ❑ Analyze program evaluation data during and at the end of plan implementation. [NSDC Process Standard: *Effective staff development requires an evaluation process that is on-going, includes multiple sources of information, and focuses on all levels of the organization.*]
- ❑ Improve the program accordingly, modifying where needed.



- ☐ Incorporate ideas for improvement into next year's plan.

(Sample District Professional Development Plans (DPDPs) can be found in Appendix F.)

5. Checklist for District Professional Development Opportunities

Prior to and during professional development program planning, did you:

- ☐ Become knowledgeable of the district's Comprehensive School Improvement Plan (CSIP), annual goals, and professional development needs related to the CSIP?
- ☐ Become acquainted with Missouri School Improvement Program (MSIP) Standards and professional development needs related to the MSIP Standards?
- ☐ Identify appropriate outcomes or objectives for all potential participants based on the alignment of the MSIP, CSIP, and DPDP goals?
- ☐ Consider various delivery systems for professional growth? For example, case studies, ongoing development on selected strategies, workshops, independent study, action research, etc.? *(See "Levels of Use and Effective Steps of Professional Development, Appendix G-8.) [NSDC Process Standard: Effective staff development uses a variety of staff development approaches to accomplish the goals of improving instruction and student success.]*
- ☐ Included the use of varied professional development models beyond the awareness stage? *(See Appendix G-3)*
- ☐ Plan professional development activities that involve active learning processes with adult learning theory in mind. *(See "Adult Learning" and "The Professional Development Plan and Activities" in Appendix G-9).*
- ☐ Make use of best practices that will improve teaching practices?
- ☐ Offer participants a repertoire of skill development opportunities?



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- ☐ Focus all planning on the improvement of student performance?
- ☐ Collect data to be used before, during, and after program planning?
- ☐ Design follow-up that is designed to implement the key learnings?

(Sample Professional Development Plans, including budget, may be found in Appendix F.)

C. Implementation [MSIP 6.7.4]

Professional Development Committees (PDCs) are charged with careful monitoring of planned activities that are implemented to meet the Professional Development Plan's (PDP's) goals for improving teaching and improving student performance and achievement.

1. Functions to complete for implementation.

- ✧ Set policies and procedures so the Professional Development Committee (PDC) can function efficiently.
- ✧ Encourage professional development follow-up strategies through action research, study groups, teacher collaboratives, etc. and provide support for on-going learning.
- ✧ Continue to foster collaboration throughout implementation of professional development activities.
- ✧ Routinely review multiple sources of data from professional development activities, monitor the plan, and modify the plan, if needed.
- ✧ Communicate implementation results to stakeholders and the public.

2. Checklist for Implementation

- ✧ Evidences are available and collected to reflect improvement in instructional practices being used in the classroom.
- ✧ Records are being maintained that identify how follow-up activities are occurring.
- ✧ Student performance (cognitive, affective, behavioral) records related to improvement goals are being maintained and reviewed.



D. Assessment/Evaluation (MSIP 6.7.4)

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Professional Development Committees (PDCs) should begin planning professional development programs with potential outcomes clearly defined. It is helpful to constantly ask, *What will be different as a result of this program?* or *“How will this improve student performance?”* Outcomes should be defined and evaluated for three groups: participants, students, and the organization or system.

The following concepts are taken from the work of Tom Guskey and Pat Roy, national experts in staff development evaluation. Consideration of these concepts will assist Professional Development Committees (PDCs) as they plan, implement, and evaluate professional development programs.

At the design stage, several factors will ensure effective staff development. The Professional Development Committee (PDC) should carefully consider:

- ➡ the topic
- ➡ how to best plan the program
- ➡ who and how many will participate in the program
- ➡ who will lead the program
- ➡ appropriate timing for the program [*NSDC Context Standard: Effective staff development provides adequate time during the workday for staff members to learn and work together to accomplish the school’s mission and goals.*]
- ➡ the length and type of activities included
- ➡ the extent and complexity of the changes (outcomes) which are anticipated as a result of the staff development program
- ➡ what follow-up activities will be planned [*NSDC Process Standard: Effective staff development provides the follow up necessary to ensure improvement.*]
- ➡ what improvements are anticipated

(The informal surveys found in Appendix H may be helpful.)



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Guskey and Roy describe nine steps toward planning effective staff development which the Professional Development Committee (PDC) will want to review on a regular basis:

1. Recognize change as both an individual and an organizational process. Good staff development requires change.
2. Think big, but start small.
3. Work in teams to maintain support.
4. Involve administrators in a collaborative way.
5. Use available resources.
6. Work to maintain credibility.
7. Include procedures for feedback on results.
8. Provide continued follow-up and support.
9. Integrate programs.

[NSDC Process Standard: Effective staff development requires an evaluation process that is ongoing, includes multiple sources of information, and focuses on all levels of the organization.] We rarely evaluate staff development activities beyond a cursory level (i.e., how participants liked the program). It is more difficult, yet absolutely necessary, to connect staff development programs to changes in teachers' and students' behavior. Dr. Guskey's five levels of staff development evaluation follow. (***Also note "Five Levels of Program Evaluation" in Appendix G-10.***)

Level 1: Participants' Reactions to the Program

At this level, questionnaires are usually administered at the end of the session(s) which attempt to measure the participants' initial satisfaction with the experience. Examples of typical questions addressed follow:

- ➡ Was your time well spent?
- ➡ Did you like the experience?
- ➡ Did the material make sense to you?
- ➡ How will this activity/experience/knowledge/new skill be useful in your educational responsibilities? In your classroom with students?
- ➡ Was the presenter/leader knowledgeable and helpful?
- ➡ Were your personal comfort needs met?

Although this information may be used to improve the design and delivery of future programs, it does not measure the effectiveness of staff development in terms of results.

**Level 2: Participant Learning from the Program**

Paper-and-pencil instruments, simulations, and demonstrations may be used at level two to attempt to measure any new knowledge or skill level of the participants. The major question asked or assessed here is, “Did participants acquire the knowledge and skills intended?” Results may be used to improve the format, content, and organization of the program.

Level 3: Organization Support and Change

First, did the level of shared decision-making and collaboration increase as a result of the program? This may be assessed through direct observations or interviews, records of personnel involvement, and evidence of impact on decision making. Second, were roles of participants expanded within the organization? Similarly, direct observations or interviews, analyses of records and job descriptions, and surveys or questionnaires might be used to assess this area.

Level 4: Participant Use of New Knowledge and Skills

To determine to what extent participants incorporated the new knowledge and skills into their practice, observations, participant interviews, participant questionnaires, and supervisor interviews are used at level four. The degree and quality of implementation can be assessed in order to document and improve the implementation of the program content in the future.

Level 5: Results: Student Learning Outcomes

To focus and improve all aspects of program design, implementation, and follow-up, evaluation at this level is critical. Student learning outcomes (cognitive, affective, and behavioral) must be measured. Measurement tools include student records and questionnaires, teacher interviews and questions, administrator interviews and questionnaires, and school records. Indicators of student success should be collected for each of the following questions:

- ➡ How did the program affect students, if at all?
- ➡ Did it impact student performance? What is the evidence?
- ➡ Is student achievement improving? List indicators.
- ➡ Did it influence students’ physical or emotional well-being?
- ➡ Are students more confident as learners?
- ➡ Is student attendance improving?
- ➡ Are school dropouts decreasing?

Participant outcomes should be measured at three levels:

First, did participants increase their knowledge? Pre-and post assessments, exit interviews or surveys, and self-report questionnaires may be used to determine participants’ knowledge base as a result of the program. Second, through the



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use of observations, interviews, surveys, and self-assessment checklists, did the behaviors and practices of the participants change? Finally, how did the attitudes, beliefs, and perceptions of the participants change as a result of this experience? Interviews, self-report questionnaires, testimonials, and/or analyses of records might be used to document change at this level. The use of individual teacher portfolios can be helpful in assisting with the aforementioned determinations (*See Appendix G-II*).

Most importantly, **student outcomes** from the staff development program must be considered and measured. Student performance and learning may be documented using state assessments, teacher-developed assessments, standardized assessments, portfolios of students' work, performance records or progress reports, grades or grade distributions, and other achievement tests. Student behavioral or affective changes resulting from the professional development program may be assessed using direct observations or interviews, district, school, or classroom records, self-report questionnaires or surveys, self-assessment checklists and testimonials.

Helpful evaluation tools, in the form of rubrics, were developed and published by Victoria Bernhardt, *The School Portfolio*. Based on current research, there is a set of rubrics for Student Achievement and for Professional Development included in *Appendix I*. Professional Development Committees (PDCs) have those tools available not only to assist with planning for Level 5 results, but also to evaluate professional development results for their school districts and schools.

[NSDC Process Standard: Effective staff development requires an evaluation process that is ongoing, includes multiple sources of information, and focuses on all levels of the organization.] In summary, Professional Development Committees (PDCs) should develop an evaluation plan in conjunction with every professional development activity. The plan should address potential outcomes developed by the committee and an evaluation plan **that evaluates the program at the highest level—impact on student learning and behavior**. Otherwise, the work of the Professional Development Committee (PDC) and program participants and the financial investment of the district may have no lasting impact.

The following criteria may be used as a checklist during the development of the plan:

- ✓ Evaluation is ongoing.
- ✓ Evaluation expectations and procedures are explicit and public.
- ✓ Evaluation is based on multiple sources of data.
- ✓ Evaluation uses both quantitative and qualitative data.
- ✓ Evaluation focuses on all levels of the organization.
- ✓ Evaluation considers participants' time and energy.
- ✓ Evaluation results are presented in forms that can be understood by all program participants and patrons.



Planning for professional growth is essential. Clearly defined goals with outcomes for every teacher contribute to a culture of continuous improvement. The use of a professional growth plan and log (*Appendix E*) facilitates both planning and reflection.

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